

Volume 2; Number 4 February 17, 2006

Published bi-monthly by Read to Me, a service of the Idaho State Library

In this Issue:

- Welcome!
- Meet Rhonda Butt
- Library to Library
- NexGen YS: Pop Goes the Culture
- Young Adult Corner: Stepping Up to the Challenge of Serving Digital Natives
- Book Look
- Upcoming Events
- Summer Reading News
- School Zone
- Know the Numbers
- A Closer Look at the Child Care Reads program
- Tips & Tools

- News Beyond Idaho



Welcome

What does lying in the sun have to do with February, you may ask? Even though winter still has us in its grip, we've been thinking about summer. That's because we are gearing up to send libraries some wonderful resources to encourage kids to sign up for summer reading. Forty thousand bendies and bookmarks arrived this week and are awaiting shipment to you--that is, if you apply for the summer reading outreach incentive program. This is also a great chance for public librarians and school librarians to work together. If you haven't already done so, check out the application on our web site at: www.lili.org/read/summer/sr-outreach-incentives.pdf. Public libraries have until March 10th to submit an application. We'll be looking for yours!



Meet Rhonda Butt

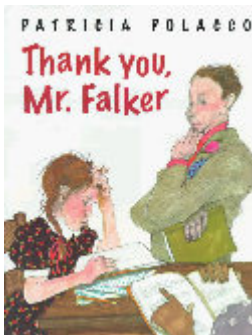
Rhonda Butt has been the director of **Snake River School/Community Library** for nearly two years and has worked in various capacities in the Snake River School System for over nine years. She also serves as the school district's library director with responsibility to oversee and direct the librarians at the junior high, middle, and elementary schools. She's a very busy person, but we were able to meet her face-to-face at last year's Read to Me meeting and at the Young Adult Services training sponsored by the State Library in September.

Snake River holds a unique status being the largest of three state-recognized school/community libraries. Rhonda said they have about 7,700 potential patrons and of those over 3,600 are registered borrowers. The library was established in 1951 and it serves several communities west of Blackfoot including Pingree, Thomas, Rockford, Moreland, and Riverside. "The dual nature of our status places us in the situation of being a combination academic and research library and a patron-responsive reading library," Rhonda said. Check out the library's web site at www.lili.org/snakeriver.

Rhonda really enjoys her job, and her background in reading education has really come in handy. What initially attracted her to the position was "the opportunity to enrich the literacy skills in children and create a love of reading for the youth in our schools and community."

Rhonda's biggest challenge is to find balance with the duality of those populations she seeks to serve. She cites her successes as the programming opportunities they offer and the variety of selection to be found in a library of that size. "We have created a highly successful literacy-enhanced story hour that is offered three times weekly and caters to over 75 preschool children weekly."

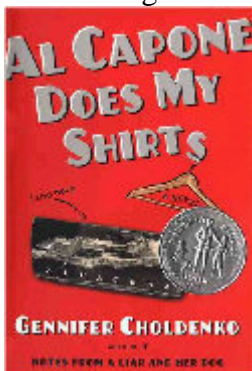
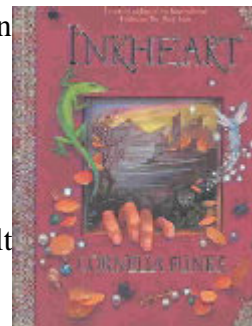
When asked what she is currently working on in the library, Rhonda replied, "We have just created a juvenile fluency section. Let me explain. Research shows that one of the best ways to increase fluency in children is for them to hear fluent reading while tracking with the printed text. In this section we have purchased unabridged audio tapes/CDs and paired them with the text. We are excited with the reception of the project and the excitement of the parents and children. We are also working on expanding our titles of the classics with new copies and audio." Sounds like a great project!!



Rhonda said naming her favorite children's author/book was a hard question for a children's librarian. "Patricia Polacco and ***Thank You, Mr. Falker*** speaks to me at many different levels. As a former teacher it reaffirms once more the power truly

great teachers can have in the lives of students. As a former reading consultant - I truly believe that reading is the single most important skill we teach our children. Students that read, and read well, succeed. My first degree is in art!!! So naturally Patricia Polacco's art work holds vast appeal."

What are you reading now? "Well, I just completed *My Sister's Keeper* by Jodi Picoult and *Inkheart* by Cornelia Funke. Quite a combination. I try to read a popular young adult selection and adult fiction at least once a month. Right now I am working with several titles. *Al Capone Does My Shirts* by




Gennifer Choldenko and *Eldest* by Christopher Paolini are my young adult selections, and *Milk Glass Moon* by Adriana Trigiani and *A Tree Grow in Brooklyn* by Betty Smith are my February picks in adult fiction. All the titles were suggested to me by students or patrons. So many books and so little time!"

When Rhonda's not doing library stuff, she enjoys hanging out with her family. "I have a great family and we love getting together to work, eat, ride horses, and just have fun."

Thanks, Rhonda, for sharing a little about your life at a school community library!

Library to Library

 Shirley Cobble, Media Services director at the Idaho School for the Deaf and the Blind recently shared this information on LIBIDAHO:

Captioned Media Program

"The Idaho School for the Deaf and the Blind (ISDB) serves as the regional library for the Captioned Media Program sponsored by the Department for Education. Services are available to schools, civic organizations, as well as families. To qualify, one member of an organization or family must have some degree of hearing loss. Or you provide services for people with some degree of hearing loss. Learn more by going to our home page. www.isdb.idaho.gov.

"The Captioned Media Program (CMP) has entered into a partnership with the National Education Association's (NEA) "Read Across America." As a direct result of this collaboration, we are planning the first CMP "Read Captions Across America" events to begin in March. Our events will take place at the CMP libraries, other public and private libraries, schools, and additional locations across the country.

"The CMP "Read Captions Across America" events will largely consist of activities that utilize captioned media titles adapted from children's literature. Our connection to "Read Across America" grants us an opportunity to spread

awareness to educators and parents about the valuable asset of captioned media as a tool for increasing literacy and generating interest in reading. The first "Read Captions Across America" events should be a huge success and an annual event. We are planning a wonderful Read Captions Across America event on March 2nd, 2006 at ISDB.

"Two officials from CMP provided two articles. The first is written by Christina Paige Brooks: "Reading Captions Wakes Up the Brain Cells! The second article is written by Bill Stark, who is the project director for CMP, which gives a wonderful explanation of the program and its benefits. I hope you will take the time to read these articles and contact me if you have any questions or comments. I would hope that all libraries in Idaho would fill out an application for a CMP account. You will find this information on our web page in the Media Services area.

"The documents are posted at: <http://www.lili.org/temp/CMP-RAA-wakeup.pdf> and <http://www.lili.org/temp/CMP-RAAbillstark.pdf>."

Questions? Please contact [Shirley Cobble](#), Director of Media Services, Captioned Media Program Manager, Idaho School for the Deaf and the Blind, 1450 Main, Gooding, ID 83330 / 208-934-4457 ext. 341 / Fax 208-934-5650.



NexGen YS: Pop Goes the Culture

By Dylan Baker

American Girl. Barbie. Bionicle. Blue's Clues. Bob the Builder. Bratz. Digimon. Disney Princess. Dora the Explorer. Elmo. Pokémon. Spider-Man. SpongeBob SquarePants. Strawberry Shortcake. Thomas the Tank Engine. Yu-Gi-Oh.

Ad infinitum.

Like the rest of our society, libraries have been overrun by brands. Quality children's literature is drowning beneath a sea of mass-marketed advertisements thinly disguised as books. Worse yet, we are awash in all these shallow brands simply because they are what the public want. How many times have you interacted with a patron (child or parent) interested only in finding materials sporting their chosen brand, regardless of the content or quality of those materials?

What are librarians, the traditional gatekeepers of information, to do? Spend all our collection development budgets purchasing the latest branded materials? (Even if those materials lack the staying power of more independent, quality works?) Design our programs around iconic brands and characters in an effort to draw in the commercial-laden audience? Decorate our library like a shopping mall, lavishly sprinkled with branding in the form of posters, displays and toys?

The short answer is yes. Libraries must provide that what is popular and desired by our patrons, even if it means swallowing our pride. Regardless of our personal qualms and convictions, it is imperative that we offer materials of great variety, from the venerated classics to the currently popular. Traditional gatekeepers we may be, but never censors, lest we violate everything our profession stands for.

Including the trendy and popular in libraries keeps us relevant and popular with the public. And nowhere in the library is this more imperative than in those areas dedicated to children and teenagers. Youth are always riding the crest of the ever-changing surface of popular culture. Kids and teens quickly form positive or negative opinions of a library (or librarian) based upon how well-informed and pop culture conscious they appear to be. Ignore current brands and icons at your own peril, for you're bound to alienate many potential young patrons.

Although it's necessary for libraries to buy in to popular culture, we shouldn't be beholden to it. Here are some things you might try to keep the brands at bay. Recommend quality, independent literature instead of fluffy, branded drivel to a child or parent seeking new books to read. Promote lesser-known storybook characters that haven't sold out to the marketing machine. Design your library as an oasis in the desert of an over-commercialized landscape. We must strive to maintain our position of neutrality and resist becoming just another outlet for advertising.

The thirst for brands is unlikely to dry up in the near future. Libraries and librarians need to learn how to harness the power of pop culture, rather than ignoring it or even being harnessed by it themselves. Give your patrons the brands they want, but never give up your integrity in doing so. There's a place for pop culture in your library somewhere in between.



Talk Back: Dylan welcomes your feedback. Just email [Peggy](#) or [Stephanie](#) and we'll print your comments in *The Scoop*.

Young Adult Corner: Stepping Up to the Challenge of Serving Digital Natives

by Stephanie Bailey-White

Staff at the State Library have been spending a lot of time lately thinking about digital natives. One of the four statewide strategies in the 2020 Idaho Library's Future document (found at www.lili.org/futures/) is "Develop ways to reach digital natives. These are the generations growing up with computers and the Internet since infancy, and currently they are very low users of library services. We must study their needs and discover new ways to serve them."

The January 31 issue of *Thrive*, a weekly newspaper published in the Boise-area aimed at teens and twenty-somethings, talked about some of the hip features libraries now offer (see www.thriveweekly.com/apps/pbcs.dll/article?AID=/20060131/THRIVE04/601310320/1132 for the whole article). The article also quotes Boise Public's patron statistics: 25- to 34-year-olds represent only 16 percent of the patron population, and the 18 to 24-year-olds comprise just seven percent. That statistic seems to confirm the statement in the future's document that many digital natives just aren't using libraries. So what can we do about that?

Former ALA President Sarah Ann Long wrote an article titled "Digital Natives: If You Aren't One, Get to Know One." The article stresses the importance of gaining a better understanding of the learning styles and tastes of young people. Here's an excerpt:

"If we are smart, we will work harder at understanding today's young people. Prensky (2001) says we have to change both our methodology and our content if we want to teach or even engage the youth of today. ... This perspective means change in libraries. As librarians have always been earlier adaptors to new technology, most of us are better at "digital" than the general population. Right now most libraries have a great deal of digital content on their web sites that is available 24/7, usually limited to library card holders. Most libraries have electronic or digital items available for borrowing such as audio books, movies, music, and educational games on CD-ROMs. But we need to do more if we want to appeal to the tax payers of tomorrow. Maybe we need some of those kids who have 10,000 hours of video games under their belt on our advisory boards and at our planning meetings. I am sure they will have some bright ideas, and quickly, too."

Marc Prensky coined the digital native term. He has some really interesting articles on his web page at www.marcprensky.com/ including the "classic" one titled "Digital Natives, Digital Immigrants-- A New Way To Look At Ourselves and Our Kids" -- now on most library science required reading lists. In one of his many articles he writes, "As we educators stick our heads up and get the lay of the 21st century land, we would be wise to remember this: If we don't stop and listen to the kids we serve, value their opinions, and make major changes on the basis of the valid suggestions they offer, we will be left in the 21st century with school buildings to administer—but with students who are physically or mentally somewhere else."

It seems like the advice about getting to know what digital natives want is the first step in getting a handle on the challenge. So, we're looking for digital natives (people who are 25 or younger) who are willing to be interviewed about their views on libraries. We need a good mix of nonlibrary users, people who no longer use the library, and regular library users. You can interview them and send it in to *The Scoop*, or send [Stephanie](#) their contact info and we'll try to call a few. Ask them what libraries could do to make their services better for people their age. Ask

questions to prompt them to talk about technology, programs, books or whatever they may be most interested in. It's time to dig around and find some distant relative or babysitter who may never have used a library! Make an effort to seek out and listen to the digital natives in Idaho. Their thoughts and views may inspire us, challenge us, and encourage us to step up to the challenge of serving the generation who will soon be leading the state and country before we know it!



Book Look

The **2006 Newbery Medal** winner is *Criss Cross* written by Lynne Rae Perkins. It is the story of two 14-year-olds, Debbie and Hector, who narrate this sequel to *All Alone in the Universe*. Using a variety of formats, interconnecting episodes, and plenty of humor, Perkins tell the story of childhood friends at crossroads in their lives. Drawings and photographs enrich the narrative.

Honorable mention was given to four books:

- **Whittington** by Alan Armstrong, illustrated by S.D. Schindler
Three interwoven tales celebrate oral and written language.
- **Hitler Youth: Growing Up in Hitler's Shadow** by Susan Campbell Bartoletti
Hitler's rise to power explored through two young followers' lives. (nonfiction)
- **Princess Academy** by Shannon Hale
The traditional princess story told with fresh eyes.
- **Show Way** by Jacqueline Woodson, illustrated by Hudson Talbott
Slavery, emancipation and triumph conveyed through the generations of a family.



Sally Butterfield Goes Fishing – a review by **Jerry B. Cowley, Librarian at Lewis & Clark Middle School in Meridian**

Meet Sally Butterfield, the precocious narrator of Diane Holland's first novel, *Sally Butterfield Goes Fishing*! Sally is a tomboy who hates dresses, loves spaghetti and meatballs, and is as happy as a hotdog – well, most of the time that is. Eight years old and in the third grade, Sally is faced with a dilemma that only Freddy the fish can save her from. If it works, her life will be “riptriffic,” Sally's favorite adjective.



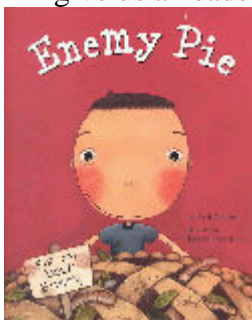
Reading with Sally is a breath-taking experience, literally. This nonstop talker takes you into her lively narrative with as many side-trips as a third grader can

take. She even answers such profound questions as, "What does gum taste like after it's landed in the dirt?" The answer: crunchy. Shades of *Junie B. Jones* or *Ramona the Pest!*

Holland lives in Lewiston, Idaho, where she resides with her husband and son. Formerly of Meridian, she was a teacher at Lewis & Clark Middle School for five years. The book is available from Publish America, Baltimore, MD (www.Publishamerica.com) ISBN: 1-4137-9767-9.



Ada Community Library Director Mary DeWalt called the other day to give us a heads up that *Enemy Pie* by Derek Munson has been selected for young readers in the "What if Boise Read the Same Book" reading and discussion program.



The book description from Novelist says, "Hoping that the enemy pie which his father makes will help him get rid of his enemy, a little boy finds that instead it helps make a new friend." BSU professor Stan Steiner is a big fan of the book and recently booktalked it at a local library presentation.



Upcoming Events

As we mentioned in the January 20th issue of *The Scoop*, **February is Black History Month.** In the year since Black History Month was last observed, the Civil Rights Movement has lost two prominent figures, Mrs. King on January 31st of this year and Rosa Parks in October of last year. King carried on the struggle for civil rights after the assassination of her husband, the Reverend Martin Luther King, Jr. Parks refused to give up her seat on a Montgomery, Alabama, bus to a white man, leading to a boycott of that city's bus system which eventually led to the US Supreme Court ruling that segregation on public transportation was unconstitutional. We mentioned a few resources in the January 20th issue and here's a few more of interest:

The Idaho State Library's Building Bridges display features many books that would be great to highlight this month and throughout the year. The State Library has an abundance of the "Building Bridges: Books Bring Us Together, 60+ Great Multicultural Books" booklist. Just print out an [order form](#) and fax it in and we'll reserve the display or send you as many booklists as you can use.

Pearson Education has a new [website](#) featuring books related to Black History Month. Here you will find a variety of titles across all grade levels, reflecting the African-American experience.



Summer Reading News

Your ideas needed! The Collaborative Summer Library Program (CSLP) meets in April to decide on upcoming summer reading themes. The manual committee sent out this message to all member states, "What should the slogan for **2008** summer reading program be? Yes, 2008. We know that summer **2007 is Get a**



Clue @ Your Library, but it is getting close to the time that the Collaborative Summer Library Program will be choosing the slogan for summer 2008. The general theme is 'bugs.'

Several suggestions that have already been mentioned are: Bug out with books; Don't bug me I'm reading; Magic in the Backyard; Backyard Safari."

What suggestions do you have? I know we have creative people who would love to see their suggestion on posters and charts. So ask your colleagues, teachers and especially children what they think would be fun slogan for a buggy/insect summer reading program. Please send **Peggy** your suggestions by March 17, 2006, and she will pass them on to the committee.

2006 Read for Your Library Books (so far!)

Libraries who are participating in this year's **Read for Your Library** program (see the application at: www.lili.org/read/summer/sr-outreach-incentives.pdf) will receive approximately 20 new books to add to their collections. We will also order the 2006 Young Readers Choice Award books for the grades 4 – 6 level and at least six more titles in addition to these we have already selected and purchased.



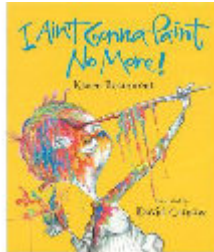
Here's a quick preview of some of the titles you'll receive if you participate in this program:

A Bear Named Trouble, by Marion Dane Bauer

In Anchorage, Alaska, two lonely boys make a connection--a brown bear injured just after his mother sends him out on his own, and a human whose father is a new keeper at the Alaska Zoo and whose mother and sister are still in Minnesota.

Henry and the Buccaneer Bunnies, by Carolyn Crimi, John Manders (Illustrator)
Aboard a ship called the Salty Carrot sails a wild, rowdy band of Buccaneer Bunnies. Their leader, Barnacle Black Ear, is the baddest bunny brute of all time, but his son refuses to perform his proper pirating duties. Henry would rather read

books than shout "Shiver me timbers!" or make prisoners walk the plank — even if it means he has to swab the decks as punishment. But when a crashing, bashing, thrashing wildcat of a storm threatens the Salty Carrot and its crew, will Henry and his landlubbin' library save the day?



I Ain't Gonna Paint No More! by Karen Beaumont, David Catrow (Illustrator)

A dab of blue here, a splash of red there, a goopy smear of green . . . everywhere. To the tune of "It Ain't Gonna Rain No More," one creative kid floods his world with color, painting first the walls, then the ceiling, then HIMSELF! Before this feisty artist is through, he'll have painted his head, back, hands, legs, feet, and . . . Oh no--here comes Mama! Karen Beaumont's zippy text and David Catrow's zany illustrations turn an infamous childhood activity into raucous storytime fun, giving a silly twist to the fine art of self-expression.

I See a Kookaburra, by Robin Page, Steve Jenkins

I See a Kookaburra! lets readers search for an oystercatcher, an elephant shrew, and a fierce snapping turtle in the places where they live. Learn how these animals and many others grow and thrive in very different environments. Incorporated into the book is an interactive element. Hidden in the illustrations are animals camouflaged in their surroundings. Turn the page to see if you were able to find them all! (BCCB Blue Ribbon Nonfiction Book Award)

So What's It Like to be a Cat, by Karla Kuskin, Betsy Lewin (Illustrator)

Are cats afraid of the dark? Where do they prefer to sleep? What time do cats eat their breakfast? And what do they really think of dogs (and people!)? The award-winning team of Karla Kuskin and Betsy Lewin explore the secret inner lives of felines in this beguiling question-and-answer interview between an intrepid child and a very clever cat.

Traction Man is Here, by Mini Grey

Traction Man, a boy's courageous action figure, has a variety of adventures with Scrubbing Brush and other objects in the house.



A Dog's Life: The Autobiography of a Stray, by Ann M Martin

Squirrel and her brother Bone begin their lives in a toolshed behind someone's summer house. Their mother nurtures them and teaches them the many skills they will need to survive as stray dogs. But when their mother is taken from them suddenly and too soon, the puppies are forced to make their own way in the world, facing humans both gentle and brutal, busy highways, other animals, and the changing seasons. When Bone and Squirrel become separated, Squirrel must fend for herself, and in the process, makes two friends who in very different ways define her fate.



Prehistoric Actual Size, by Steve Jenkins

What is it like to come face-to-face with the ten-foot-tall terror bird? Or stare into the mouth of the largest meat eater ever to walk the earth? Can you imagine a millipede that is more than six feet long, or a dinosaur smaller than a chicken? In this "actual size" look at the prehistoric world, which includes two dramatic gatefolds, you'll meet these awe-inspiring creatures, as well as many others.



School Zone

The Department of Education is now accepting applications for the 2006 **Improving Literacy Through School Libraries** program.

Eligible applicants include local educational agencies (LEAs) in which at least 20% of the students served are from families with incomes below the poverty line based on the most recent data from the U.S. Census Bureau. Information on the poverty level in each district can be found at www.ed.gov/programs/lsl/eligibility.html. Approximately \$19 million will be available for funding, and an estimated 100 grants will be awarded under this competition.

Application information can be found at www.ed.gov/programs/lsl/applicant.html. Grants must be submitted electronically at www.grants.gov, and the deadline for applications is April 11, 2006.

Know the Numbers

84.5% of Idaho youth complete high school, but only 18.8% focus on education after high school, compared to 23.6% nationally.

Only 7% of Idaho young adults, ages 21-24, have completed a BA degree, compared to 13.9% nationally.

These statistics are from an **Idaho Kids Count** policy brief, *Bridge to Adulthood for Idaho Youth: Going Solo*.

This report is the first in a series that will examine "the changing landscape of the transition to adulthood for young adults." The series will look at the issues affecting Idaho's young adults and compare state and national data.

Check out this report and watch for future publications in this series at www.idahokidscount.org.



A Closer Look at the Child Care Reads Program

Six in 10 children spend a substantial part of each day in the care of someone other than a parent. If librarians can connect with the child care community, we have tremendous potential to enhance young children's language and literacy development. One program that's helping do just that, is the Idaho Child Care Reads program.

The State Library's Read to Me program has sponsored this program for five years. It provides book collections to child care providers who attend a three-hour workshop sponsored by a public library. Research shows that providing quality books, training, and library information to child care providers increases the frequency that children are read to. Child care providers also report they are much more likely to utilize library resources after attending a training session. Evaluations from the Idaho Child Care Reads program have been very positive. Child care providers have said they have learned new literacy techniques and plan to increase the amount of time they spend reading and interacting with the children in their care.

This year, there have been some minor changes to the program. There's no deadline to apply, but five or six weeks notice is needed to review the one-page application and order and ship the books. This allows libraries to conduct the workshops in the fall or spring to meet the needs of the community. The State Library is also contracting with Lynn Allen, an Idaho Public Television consultant and trainer, to conduct up to six Child Care Reads sessions in Idaho. If you are interested in more details about this aspect, please contact [Stephanie](#) at 1-800-458-3271.

The State Library has also added a provision for libraries who have participated in Child Care Reads for three years to receive books on a "continuing" basis. The State Library will provide at least one book for each child care provider and several give-away books to use as door prizes. The application and more information about the program can be found at <http://www.lili.org/read/readtome/ccreads.htm>.

Tips & Tools



New Book at the Idaho State Library:

Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success, by Saroj Nadkarni Ghoting and Pamela Martin-Diaz. ALA, 2006.
[027.62 GHOTING 2006]

Saroj Ghoting is well-known to the Idaho library community. The featured speaker at the Jump Start workshops in 2004, she also presented at the annual Read to Me meeting in March 2005.

In this book, early literacy research is combined with practical implementation tips for busy children's librarians. The book is divided into three sections: theory and research on early literacy as well as tips on how to integrate this information into storytime; storytime planning suggestions and sample storytimes; and tools for assessing your storytime and how to promote early literacy in your community. Useful appendices include information to share with parents.

This book is new to the State Library collection and can be checked out either by direct loan or through interlibrary loan at your library. Go to www.lili.org/isl/card-application.htm to fill out an application for a State Library card if you do not already have one.



The **Abraham Lincoln Archive** is an online resource containing original stories from Lincoln's life, including his presidential campaign in 1860, the Gettysburg Address and his assassination on April 14, 1865. Released in time for Presidents Day, this online tool is a wealth of historic information for researchers, educators and students.

The website is a free service of NewspaperARCHIVE.com and is the latest in a series of free archives that started with the release of MartinLutherKingJrArchive.com in January 2006. These archives grant access to original newspapers encompassing the people and events that transformed history. The site includes a timeline, biography, and advanced searching capabilities. Check it out at <http://www.abrahamlincolnarchive.com/>.

News Beyond Idaho

E-mail Improves Reading and Writing

(From *Science, Engineering & Technology News* February 9, 2006)

A Newark public school class has shown improvements in reading and writing scores after a pilot email exchange with students in Italy. The class at Roseville Avenue Elementary School used a protected and multi-lingual email solution as part of a global classroom network called ePALS Classroom Exchange. Those students scored 72.4 per cent on the New Jersey State ASK4 Language Arts Literacy Test at the end of the school year – 30 points higher than the previous year's class. See the full article at http://www.scenta.co.uk/scenta/news.cfm?cit_id=560775&FAArea1=customWidgets.content_view_1

Disclaimer The Idaho State Library retains sole discretion with regard to the content of this newsletter, and reserves the right to edit, modify or delete content. Advertising will not be accepted. Permission to

reproduce information in this newsletter is granted to other nonprofit organizations, so long as credit to the author and source is given, except for items which are reprinted from other sources and are protected by copyright. The Idaho State Library is not responsible for the contents of any linked sites or any link contained within a linked site.

To Subscribe: Visit www.lili.org/scoop and click on To Subscribe. Subscriptions are free!

To Unsubscribe:

1. Paste the URL below into your web browser:
http://www.islscoop.org/qmailer_ysnews/unsubscribe.php3/john@example.com
2. Replace the email address at the end (john@example.com) with your own.
3. Surf to that URL and follow the instructions.

Contact Us: *The Scoop* is a service of the Idaho State Library's Read to Me Program. To contribute or provide suggestions, contact [Peggy McClendon](#) or [Stephanie Bailey-White](#) at (208) 334-2150 or 1-800-458-3271.